

NATIONAL ADVISORY PANEL MEETING

ASPIRA Association, Inc. 1444 I Street, NW, Suite 800, Washington DC, 20005

Friday, January 15, 1999

10:00 a.m. - 12:30 p.m.

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Participant List

Jeannette Noltienus, (Ph.D.) Executive Director, Latino Council on Alcohol and Tobacco
Mercedes del Valle-Rana, (Ed.D.) Counseling Psychologist, Newark School District
Carlos J. Crespo, (Dr.P.H., M.S., FACSM) American University, Department of Health and Fitness
Dennis Lopez, American Public Health Association

Staff

Cristóbal Berry-Cabán, (Ph.D.) Project Consultant, National Institute on Managed Care
Ronald Blackburn-Moreno (M.A) President, ASPIRA Association, Inc.
Hilda Crespo (M.Ed.) Vice President for Public Policy and Federal Relations, ASPIRA
*Project Director

Invited, but did not attend

Maxine Rodriguez Lisboa, (Doctoral student, Rutgers University) Counselor/Lecturer
Department of Counseling & Student Development SEEK, Baruch College
John Ruiz, Health Systems Specialist, National Association of Community Health Centers
Elena Rios, (M.D., M.S.P.H) President, National Hispanic Medical Association
Maria Gomez, Mary's Center
Anne Byrnes, Latin American Youth Center
Federico Talavera, Latin American Youth Center
Joyce Heinonen, Project Officer, Division of Program Operations, Office of Minority Health
U.S. Department of Health and Human Services

Meeting Notes

• **Welcome & Introductions**

Hilda Crespo welcomed the Advisory Panel. Everyone introduced themselves and their respective organizations.

• **Background on ASPIRA**

Ronald Blackburn-Moreno, President of ASPIRA welcomed the group and gave a presentation on the ASPIRA Association's history, mission, goals, and future plans. He also provided an overview of how the project fits into ASPIRA's goals, objectives, and interests.

- **Discussion of Purpose and Goals of the Project**

Hilda Crespo provided an overview on the goals and objectives of the project:

Goal:

To increase the number of Hispanic and other youth to complete their education, and then enter into substance abuse and mental health careers.

Overall Objective

To develop a national community-based model on mentoring for Hispanic professionals and students interested in the fields and careers of substance abuse and mental health.

- **Hilda Crespo explained the role of the Advisory Panel including the following:**

- provide advise to ASPIRA staff as the project develops;
- identify individuals, and other resources for the project;
- make recommendations to the various drafts of the model; and
- increase the network of organizations and individuals working in the fields of substance abuse and mental health.

Hilda described major activities under the project to include the following:

1. Hold Advisory Panel meetings with experts in related fields to provide input on the project
2. Identify manuals, materials and information related to mentoring and on substance abuse and mental health careers
3. Develop a data base-on mentoring programs, and substance abuse and mental health careers programs.
4. Identify WEB sites that may be useful resources for the program model.
5. Identify national and local community-based organizations and professional associations that can serve as resources to the project.
6. Develop a national community-based organizational curriculum model that can serve as a resource to individuals and institutions interested in implementing a mentoring program.

Advisory Panel members the provided input on important elements of mentoring that should be included in the curriculum:

- Mentoring should include personnel contact on a regular basis. Mentoring can be enhanced by the use of technology, such as by telephone or email; however, personal contact is the most important element in mentoring.
- Students need mentors that are successful in the field and are committed to spend time with students.
- Mentors need to realize that they will make a difference in a young person's life.
- Latino youth need to know who they are and where they come from. Cultural awareness, pride, self-esteem, how to deal with cultural isolation, personal development skills are import competencies for the mentor to reinforce. Mentors need to be culturally competent. Students need to know how to deal with other cultures and mentors have to be culturally aware.
- Mentors need to be multi dimensional: have the knowledge and skills needed in order to provide guidance and build positive attitudes.
- Mentors need to be aware of the developmental process, in order to allow the quality of mentoring to improve over time.
- There needs to be clear guidelines for mentor and mentees.
- Mentors do not have to be professionals in the field of substance abuse and mental health. There are not enough mentors in the substance abuse and mental health fields needed to address the problem of under representation of Hispanics in these fields or in institutions of higher education in general. Teachers and other professionals can also serve as mentors and use the curriculum materials.
- Mentors need to continue to keep in touch with students over the years, even after they graduate.

Panel members provided suggestions on other elements that the manual could include:

- The manual should provide a theoretical framework that includes competency and developmental research related to youth development.
- The manual needs a research component that has to be validated.
- It should have information regarding substance abuse, mental health problems and also general health of Hispanics.
- The manual should include a list of other mentoring programs and other mentoring ideas.
- The manual should have a culturally competency section.
- It needs to have information on careers in substance abuse and mental health and relevant resources that mentors can use as a guide.
- The curriculum should be validated by other relevant organizations; this can be done through partnerships.
- It needs to include parental involvement, parents are the #1 role models for youth. It should reflect the support of the family structure.

- The curriculum should not mimic what has already been done in the field and when reaching out to Hispanics it needs to be culturally relevant.
- Panel members provided suggestions on individuals and organizations that could serve as resources to the project.
- **Participants were interested in the long-term use of the manual** and the project as a whole.
They saw the 1) development of the manual as the first stage; 2) the implementation of the manual; 3) they suggested the development of a PSA campaign to increase awareness of this issue as a subsequent project related to the overall goal; 4) long term evaluation of curriculum manual and follow-up with participants as essential.
- **Participants discussed the workplan for the advisory Panel and established a Project Timeline, to include the following:**
 - Review of detailed outline: Feb 15, 1999
 - Review of first draft of curriculum manual: August 15, 1999
 - Review final draft of curriculum - August 15-31, 1999

Dr. Cabán agreed to coordinate the Advisory Panel meetings and collected the email addresses of the Panel Members for this purpose.

Hilda Crespo adjourned the meeting at 12:30 p.m.